



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: William S. Cohen School

SAU: Bangor School Department

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2010-2011 NCLB Report Card



School: William S. Cohen School
SAU: Bangor School Department
Grade: 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	122	120	98	80	79	71	20	60	18	2	117	3
	2009-2010	134	128	96	80	77	68	14	66	18	2	126	2
Female	2008-2009	62	60	97	83	81	76	28	55	15	2		
	2009-2010	59	57	97	79	80	74	11	68	18	4		
Male	2008-2009	60	60	100	77	77	66	12	65	22	2		
	2009-2010	75	71	95	80	74	63	17	63	18	1		
Caucasian/White	2008-2009	116	115	99	80	79	71	19	61	18	2		
	2009-2010	122	117	96	80	79	69	15	65	17	3		
African American/Black	2008-2009	1	1	100			51						
	2009-2010	4	4	100		42	47						
Hispanic	2008-2009	2	1	50			60						
	2009-2010	2	2	100			62						
Asian or Pacific Islander	2008-2009	2	2	100			74						
	2009-2010	4	4	100			70						
American Indian or Native Alaskan	2008-2009	1	1	100			54						
	2009-2010	2	1	50			56						
Economically Disadvantaged	2008-2009	39	37	95	68	67	58	19	49	30	3		
	2009-2010	47	43	91	72	68	56	2	70	23	5		
Migrant	2008-2009	0	0										
	2009-2010	1	1	100									
Students with Disabilities	2008-2009	17	16	94	38	51	33	19	19	56	6		
	2009-2010	29	25	86	40	32	29	8	32	48	12		
Limited English Proficient	2008-2009	1	1	100			45						
	2009-2010	3	3	100			44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: William S. Cohen School
SAU: Bangor School Department
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	133	128	96	91	90	78	27	63	8	2	124	4
	2009-2010	120	118	98	86	82	69	19	66	11	3	115	3
Female	2008-2009	62	59	95	97	92	84	46	51	3	0		
	2009-2010	62	60	97	87	84	76	32	55	10	3		
Male	2008-2009	71	69	97	86	88	73	12	74	12	3		
	2009-2010	58	58	100	84	80	62	7	78	12	3		
Caucasian/White	2008-2009	114	111	97	92	90	79	28	64	7	1		
	2009-2010	113	112	99	86	82	69	20	66	11	4		
African American/Black	2008-2009	9	9	100	89	92	60	22	67	11	0		
	2009-2010	1	1	100			53						
Hispanic	2008-2009	2	1	50			69						
	2009-2010	3	2	67			60						
Asian or Pacific Islander	2008-2009	8	7	88	71	75	83	29	43	14	14		
	2009-2010	2	2	100			77						
American Indian or Native Alaskan	2008-2009	0	0			100	64						
	2009-2010	1	1	100			56						
Economically Disadvantaged	2008-2009	45	42	93	83	84	67	12	71	17	0		
	2009-2010	38	37	97	81	72	57	16	65	19	0		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	11	79	55	64	39	9	45	36	9		
	2009-2010	17	15	88	53	57	28	20	33	40	7		
Limited English Proficient	2008-2009	3	2	67		60	47						
	2009-2010	1	1	100			44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: William S. Cohen School
SAU: Bangor School Department
Grade: 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	132	130	98	87	84	71	35	52	11	2	122	8
	2009-2010	135	131	97	80	80	68	25	55	16	4	125	6
Female	2008-2009	59	58	98	86	83	77	41	45	9	5		
	2009-2010	64	63	98	90	85	76	33	57	6	3		
Male	2008-2009	73	72	99	88	86	66	29	58	13	0		
	2009-2010	71	68	96	71	76	61	18	53	25	4		
Caucasian/White	2008-2009	121	119	98	88	85	72	35	53	10	2		
	2009-2010	116	114	98	82	82	69	26	56	14	4		
African American/Black	2008-2009	4	4	100		38	51						
	2009-2010	9	9	100		60	50						
Hispanic	2008-2009	0	0				66						
	2009-2010	2	1	50			57						
Asian or Pacific Islander	2008-2009	5	5	100	80	89	71	40	40	20	0		
	2009-2010	7	7	100		67	76						
American Indian or Native Alaskan	2008-2009	2	2	100		100	56						
	2009-2010	1	0	0			50						
Economically Disadvantaged	2008-2009	38	38	100	68	75	56	18	50	24	8		
	2009-2010	48	47	98	70	73	56	13	57	21	9		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	16	89	63	62	29	25	38	25	13		
	2009-2010	17	13	76	54	67	26	8	46	15	31		
Limited English Proficient	2008-2009	2	2	100		80	41						
	2009-2010	2	2	100			43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: William S. Cohen School
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Grade: 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	122	120	98	77	73	54	38	39	14	9	116	4
	2009-2010	134	129	96	77	71	63	33	43	14	9	127	2
Female	2008-2009	62	60	97	78	70	52	40	38	12	10		
	2009-2010	59	57	97	63	67	62	19	44	21	16		
Male	2008-2009	60	60	100	75	76	56	35	40	17	8		
	2009-2010	75	72	96	88	75	63	44	43	8	4		
Caucasian/White	2008-2009	116	115	99	76	73	55	37	39	15	10		
	2009-2010	122	118	97	78	73	64	35	43	14	8		
African American/Black	2008-2009	1	1	100			31						
	2009-2010	4	4	100		42	40						
Hispanic	2008-2009	2	1	50			37						
	2009-2010	2	2	100			49						
Asian or Pacific Islander	2008-2009	2	2	100			66						
	2009-2010	4	4	100			68						
American Indian or Native Alaskan	2008-2009	1	1	100			34						
	2009-2010	2	1	50			50						
Economically Disadvantaged	2008-2009	39	37	95	68	63	40	27	41	22	11		
	2009-2010	47	43	91	67	60	49	16	51	19	14		
Migrant	2008-2009	0	0										
	2009-2010	1	1	100									
Students with Disabilities	2008-2009	17	16	94	38	54	26	25	13	19	44		
	2009-2010	29	25	86	48	36	29	20	28	16	36		
Limited English Proficient	2008-2009	1	1	100			30						
	2009-2010	3	3	100			36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	133	129	97	78	69	57	27	50	18	5	125	4
	2009-2010	120	118	98	83	76	60	42	42	8	9	114	4
Female	2008-2009	62	60	97	78	70	59	32	47	18	3		
	2009-2010	62	60	97	85	78	59	45	40	2	13		
Male	2008-2009	71	69	97	77	69	56	23	54	17	6		
	2009-2010	58	58	100	81	74	61	38	43	14	5		
Caucasian/White	2008-2009	114	111	97	77	69	58	29	49	19	4		
	2009-2010	113	112	99	83	76	61	41	42	8	9		
African American/Black	2008-2009	9	9	100	56	57	32	11	44	22	22		
	2009-2010	1	1	100			35						
Hispanic	2008-2009	2	1	50			47						
	2009-2010	3	2	67			42						
Asian or Pacific Islander	2008-2009	8	8	100	100	85	68	25	75	0	0		
	2009-2010	2	2	100			72						
American Indian or Native Alaskan	2008-2009	0	0			80	39						
	2009-2010	1	1	100			46						
Economically Disadvantaged	2008-2009	45	43	96	65	58	42	16	49	26	9		
	2009-2010	38	37	97	76	63	46	38	38	11	14		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	11	79	64	55	23	36	27	18	18		
	2009-2010	17	15	88	33	43	25	27	7	13	53		
Limited English Proficient	2008-2009	3	3	100		86	27						
	2009-2010	1	1	100			36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: William S. Cohen School
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Grade: 08



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	132	130	98	73	68	52	38	35	15	12	123	7
	2009-2010	135	131	97	79	74	60	26	53	16	5	125	6
Female	2008-2009	59	58	98	69	63	54	38	31	16	16		
	2009-2010	64	63	98	83	76	60	27	56	13	5		
Male	2008-2009	73	72	99	76	73	51	39	38	14	10		
	2009-2010	71	68	96	75	72	59	25	50	19	6		
Caucasian/White	2008-2009	121	119	98	74	69	53	37	37	14	12		
	2009-2010	116	114	98	80	74	60	26	54	17	4		
African American/Black	2008-2009	4	4	100		38	31						
	2009-2010	9	9	100		53	34						
Hispanic	2008-2009	0	0				40						
	2009-2010	2	1	50			48						
Asian or Pacific Islander	2008-2009	5	5	100	80	89	60	80	0	0	20		
	2009-2010	7	7	100		92	68						
American Indian or Native Alaskan	2008-2009	2	2	100		83	37						
	2009-2010	1	0	0			46						
Economically Disadvantaged	2008-2009	38	38	100	58	57	36	29	29	16	26		
	2009-2010	48	47	98	68	60	45	13	55	23	9		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	16	89	56	54	18	31	25	13	31		
	2009-2010	17	13	76	62	48	21	38	23	15	23		
Limited English Proficient	2008-2009	2	2	100		80	26						
	2009-2010	2	2	100			29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: William S. Cohen School
SAU: Bangor School Department
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	99	83	75	71	99	99	99	80	72	63	95	95	95
		99	99		79	69		99	99		73	61			
Caucasian/White	99	99	99	83	75	71	99	99	99	80	72	64			
		99	99		81	69		99	99		73	62			
African American/Black	*	*	97	*	68	49	*	*	99	*	68	36			
		*	97		56	50		*	98		56	38			
Hispanic	*	*	97	*	*	63	*	*	99	*	*	51			
		*	99		*	59		*	100		*	46			
Asian or Pacific Islander	*	*	97	*	*	73	*	*	99	*	*	67			
		*	98		67	76		*	99		86	71			
American Indian or Native Alaskan	*	*	98	*	*	64	*	*	98	*	*	54			
		*	97		*	57		*	97		*	47			
Economically Disadvantaged	98	99	99	78	66	60	98	99	99	73	61	50			
		99	99		70	56		99	99		60	47			
Students with Disabilities	93	99	97	52	41	36	93	98	97	44	36	35			
		96	98		50	28		96	98		42	25			
Limited English Proficient	*	*	96	*	*	48	*	*	99	*	*	39			
		*	95		*	45		*	99		*	35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: William S. Cohen School
SAU: Bangor School Department



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	7	5	8	2	12	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	6.41

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>